

Metric	Data
School name	Northampton School for Girls
Pupils in school	KS3&4 = 1433 KS5= 351
Proportion of disadvantaged pupils	KS 3=153 (18%) KS4=103 (18%) KS3&4 = 256 (18%) KS5=58 /328 (18%) Whole School Total = 314/1747 (18%) (Nat 26.5%)
Proportion of FSM students	188 =60% of PP (11% of roll)
Number of Children in Care	KS3&4 = 15 (1%), KS5 = 2 (0.6%)
Pupil premium calculation for 2021-22 based on numbers.	PP =£ 244,480 CIC = £39,865
Pupil premium allocation this academic year from DfE	£200,500 based on October 2020 cohort.
Pupil Premium budget allocation for 2021-22	£227,840
Academic year or years covered by statement	September 2021-22
Publish date	September 2022
Review date	Mid year January 2023 End of year July 23
Statement authorised by	Cristina Taboada-Naya
Pupil premium lead	Catherine Carré
Governor lead	Dawn Lewis

Disadvantaged pupil performance overview for last academic year

Progress 8 PP	2019= -0.12 (Gap= 0.6)	2020 = 0.13 (Gap= 0.31) CAG	2021 = 1.18 (Gap =0.07)TAG	2022=0.2 (Gap= 0.48)
Ebacc entry PP (Non PP)	2019 = 41% (50%)	2020 36.1 (50.5%)	2021 44.4% (51.6%)	2022 30% (62.1%)
Attainment 8 PP	2019 =43 (Gap= 9)	2020 =46 (Gap= 11) CAG	2021=56 (Gap= 6) TAG	2022=45.9 (Gap= 12.87)
Percentage of Grade 5+ in English and maths	2019 = 33% (Gsp=18%)	2020= 39% (Gap=16%) CAG	2021= 53.7% (Gap= 14%) TAG	2022 =37% (Gap= 26.3%)
Ebacc 5+	2019 = 20% (Gap = 11%)	2020= 13% (Gap = 12%) CAG	2021=25.9% (Gap = 9%) TAG	2022 =24.5 (Gap =24.4%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	There is no gap between the progress score of PP students and non PP. ALL students achieve a positive P8 score.	August 2023
Attainment 8	90% of PP students achieve their expected target grade and 50% of PP students achieve their aspirational target grade. PP students achieve above local / national average for attainment for all students.	August 2023
Percentage of Grade 5+ in English and maths	Achieve in the top 5% of schools nationally for the percentage of Grade 5+ in English and Maths	August 2023

Reading Age @ Chronological Grade	Reading age returns to the pre-pandemic level of 65% at chronological age by the end of Key Stage 3.	June 2023
Ebacc entry	PP & Non PP = 90%	Yr 9 choices April 2023
Attendance	Attendance of all PP students in Yr 7 to 13 meets the school target of 97%. The number of PP students who are Persistently Absent is reduced so that it is significantly below the national average.	August 2023

External barriers

We know that due to the economic impact of the pandemic, more children are likely to be facing challenges which indirectly impact on attainment, such as poverty or food insecurity, along with the stress of financial worries, and equitable access to technology.

The areas containing our catchment have worsened by 2 or 3 deciles since 2015. Three of the county's boroughs and districts contain a greater proportion of deprived Lower Super Output Areas (LSOAs) (deciles 1 and 2) than the 20% national division with Northampton being 23.3%.

Index of Multiple Deprivation (IMD) 2019 Profile: Northampton October 2019 [LINK](#)

There are 422 LSOAs in Northamptonshire. Of these, 24 LSOAs are amongst the top 10% most deprived in England and 38 fall within decile 2 nationally. Thus, 62 (14.7%) of the LSOAs in Northamptonshire are amongst the top 20% most deprived nationally. The equivalent figures in 2015 were 29, 40, 69 and 16.4% respectively, although 20 LSOAs have moved within, into or out of this group. Exactly half of the 2019 deprived LSOAs are found in Northampton. Across England as a whole, the index will, of course, place 20% of LSOAs within deciles 1 and 2.

Three of the county's boroughs and districts contain a greater proportion of deprived LSOAs (deciles 1 and 2) than the 20% national division. These are Corby (29.3%), Northampton (23.3%) and Wellingborough (21.3%). South Northamptonshire has no deprived LSOA in the top 20% of deprived counties.

In the East Midlands in January 2022, 1.56 million pupils were eligible for free school meals, 21.5% of all pupils. This is an increase of nearly 150 000 pupils since January 2021, when 1.41 million (19.6%) pupils were eligible for free school meals. Whilst the number of pupils eligible for free school meals was already increasing prior to the pandemic, The increase from January 2020 to January 2022 stands at 450 000 pupils. This is three times the increase from 2019 to 2020. [LINK](#)

We have a truly representative Northamptonshire cohort at NSG. In 2021 our new year 7 were distributed from 77 different primary schools and our 2022 cohort remains from across over 70.

Pupil Premium Grant (PPG) Funding Rates for 2022 to 2023

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1,385	£985	School
Pupils who have been adopted from care or have left care	£2,410	£2,410	School
Children who are looked after by the local authority	£2,410	£2,410	Local authority

Recover Premium Grant (RPG)

For 2022/2023, schools will also receive an additional ‘boost’ to their Pupil Premium to aid in recovering lost learning as a result of school closures. All schools eligible for the Pupil Premium will be eligible for this [Recovery Premium](#). Funding is allocated on a per-pupil basis, using the same criteria as the Pupil Premium.

Mainstream schools will receive:

- £145 for each eligible pupil in mainstream primary education
- £276 for each eligible pupil in mainstream secondary education
- £290 for each eligible pupil in a special unit

There will be a minimum payment of £2,000 for primary schools and £6,000 for secondary schools, regardless of the number of individual pupils eligible. DfE Guidance: Schools should use the Recovery Premium to fund evidence-based approaches to supporting pupils, including 'targeted academic support, such as tutoring'. As well as the Recovery Premium, schools will also receive £162 per pupil eligible for Pupil Premium to be spent specifically on tutoring.

Funding overview for NSG 2022 to 2023

Detail	Amount
Pupil Premium funding for this academic year	£197,985
Recovery premium funding allocation for this academic year	£58,236
Pupil premium and recovery funding carried forward	£0
Total budget for this academic year	£256,221

RATIONAL:

This school is committed to closing the attainment gap between disadvantaged students and their peers, our educational aims are the same for all. Evidence demonstrates that great teaching and careful planning can make a huge impact on the outcomes of students in receipt of the Pupil Premium Grant. Improved levels of achievement for disadvantaged students will improve their chances for economic well being through improved labour market outcomes, this will also translate into better economic productivity for the country. We are committed to:

- Making our broad and ambitious curriculum accessible to every student
- Ensuring all subject staff know their students well, use their subject expertise, along with with quality teaching and learning provision to respond to the accurately diagnosed needs of students, whatever their prior attainment
- Implementing additional support and intervention where necessary to assist students in closing the gaps in their learning
- Working closely with parents and carers to keep them informed of their child's progress

NSG can make a difference	Curriculum	Quality first teaching	Targeted academic support	Wider strategies
The pupil premium gap has closed year on year for the past four years.	The curriculum will provide students with educational excellence so that they can access university, higher education, employment or an apprenticeship. Our enriched curriculum will give students the cultural literacy and cultural capital they need to become active citizens in society and further their aspirations and ambitions.	Recruitment and evidence informed CPD will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. Teachers will deliberately practise pedagogical approaches that have been selected as having the best chance of addressing the learning needs of the Pupil Premium students they teach. This will be supported with instructional coaching throughout the year.	Students who have fallen behind or who are not making good progress will benefit from highly targeted, evidence informed, intervention. We will target Pupil Premium students of all abilities, particularly those with high prior attainment. Evidence shows that disadvantaged pupils with high attainment are especially at risk of under-achievement.	The pastoral system will work to address the most significant barriers to success in schools such as; attendance, behaviour and social and emotional well being. Pupil premium students will benefit from the cultural capital gained from an extensive programme of extra curricular activities and experiences. This, in turn, will improve their engagement with learning and access to the academic curriculum.

High Quality Teaching

Measure	Evidence
Priority 1: Making our broad and ambitious curriculum accessible to every student with High Quality Teaching so that the progress and attainment gap closes.	<p>The Education Endowment Fund has identified that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Pupil premium students must not, however, be seen as an homogenous group (Allen, 2018). The learning needs of each pupil premium student must be accurately diagnosed so that teachers can respond with expertise in the way they implement the curriculum.</p> <p>Through continued review of the curriculum, evidence informed continued professional development, instructional coaching to facilitate regular dialogue about “great teaching” (Coe et al, 2020), and close monitoring and evaluation of the quality of education, progress and attainment will improve.</p>

	Action	How	Q A/who/when	Impact Measure
1.1	Identify how the curriculum needs for pupil premium students can be met so that they know more, can remember more and do more.	<ul style="list-style-type: none"> • Purchase of standardised diagnostic assessments for Years 7, 8 and 9 to provide reliable insights into the specific strengths and weaknesses of each student to allow teachers to respond to learning needs and to ensure students receive the correct additional support through interventions. • The Head of Academic Standards (HoAS) for each year group will track data on SEMH, wellbeing, academic performance and SEND. They will monitor that subject leaders and class teachers are responding to the needs of each Pupil Premium student. • HoAS will lead a fortnightly “let me introduce you to...” to all teachers so that they engage with the detailed diagnosis for each Pupil Premium student • Faculty and department meetings will have a fixed agenda item on Pupil Premium. This will be monitored through the completion of a Quality of Education Improvement Plan (QoEIP) • Faculties will regularly update their QoEIPs outlining their provision in terms of curriculum accommodations , responding to individual learning needs, responding to barriers to learning and progress tracking. • Continue to over staff English, Maths and Science to reduce class sizes in KS4. 	<ul style="list-style-type: none"> • AHT responsible for data, HoAS, lead for reading and intervention and HoF, will analyse and interpret data and share findings with classroom teachers • Termly review of QoEIP after each data drop • HoAS fortnightly briefing “Let me introduce you to...” • Fortnightly faculty meetings • Half termly review meetings will take place between the Heads of Faculty and their senior team link. 	<ul style="list-style-type: none"> • Staff will be held accountable for identifying the learning needs of the pupil premium students they teach and responding with evidence based best practice. • Monitoring and evaluation, along with progress measures and outcomes, will evidence that the school is on track to meet the school targets as outlined above.
1.2	Implement a quality assured, evidence based CPD programme to support quality first teaching to address the identified learning needs of pupil premium students. This will form an integral part to the school's formative process for performance management.	<ul style="list-style-type: none"> • All teachers will receive instructional coaching and feedback on evidence-informed teaching strategies selected as having the best chance of responding to the diagnosed needs of the Pupil Premium students they teach. This will follow the ADAPT model (Sherrington, 20XX) • All teachers will access subject specific training. Every subject has a qualified examiner, they will lead CPD within subjects including moderation of marking. 	<ul style="list-style-type: none"> • External school improvement consultants - June 2021, June 2022 • Expert Practitioners - teacher training days, termly directed after school CPD, fortnightly 6 minutes of CPD • Professional Review and Professional Improvement cycle (Performance management) to include three lesson observations and feedback, time for deliberate practice to respond to feedback and engage with the evidence base about best practice 	<ul style="list-style-type: none"> • Monitoring and evaluation, along with progress measures and outcomes, will evidence that evidence informed quality first teaching is being implemented.

		<ul style="list-style-type: none"> Internal training delivered by expert practitioners on evidence based best practice for identifying learning needs and barriers to learning, curriculum development, teaching to the top and scaffolding back (Sherrington, 2017), improving literacy in Secondary Schools (EEF) and effective pupil premium practice in schools (Henshaw, SecEd Dec 2020). 	supported with Sherrington's Walkthrus, three coaching conversations and two informal check-in meetings.	
1.3	<ul style="list-style-type: none"> Implement a robust monitoring and evaluation strategy to quality assure the actions and to evidence impact. 	<ul style="list-style-type: none"> Monitoring and evaluation will include learning walks, work scrutiny, student and teacher panels. This will be triangulated with progress data. Monitoring and evaluation will be validated by an external school improvement consultant. Deep dives will be conducted to review the curriculum and develop a rapid improvement plan for the improved progress and attainment of pupil premium students - June 2021, June 2022. QoEIPs will ensure that strategies for improvement are dynamic and respond to need with speed and fluency throughout the year. 	<ul style="list-style-type: none"> Senior Leaders, Heads of Faculty, Heads of Academic Standards and Middle Leaders will conduct monitoring and evaluation activities half termly. These will be triangulated with progress data on a termly basis. QoEIPs will be updated on a termly basis External school improvement consultants will conduct Deep Dives - June 2021, June 2022, June 2023. 	<ul style="list-style-type: none"> Monitoring and evaluation, along with progress measures and outcomes, will evidence that the school is on track to meet the school targets as outlined above. QoEIPs will be bespoke to each pupil premium student identified with measurable targets.
Research Evidence				
Wlalthrus 5 step guide to instructional coaching Sherrington, T. Great Teaching Toolkit Coe et al DfE Pupil Premium Overview DfE Pupil Premium Guidance for School Leaders EEF Guide to the Pupil Premium EEF Evidence Brief EEF Tiered Model and Menu of Approaches Diagnostic assessments EEF Effective Professional Development EEF Effective Professional Development summary poster				
Budget allocation Priority 1: £57266				

Measure	Evidence
Priority 2: Eliminating reading poverty & recovering pupil premium students	We know that in July 2022 KS2 attainment in all of reading, writing and maths has decreased compared to 2019: 59% of pupils met the expected standard in all of reading, writing and maths, down from 65% in 2019.

<p>reading age (RA) inline with chronological age (CA)</p>	<p>We know that success in a subject is grounded in a child’s ability to read and comprehend and apply new knowledge. We know that literacy is not the sole remit of the English teachers and that adopting disciplinary literacy will support teachers in all subjects with strategies to help students read, write, and communicate effectively (EEF KS3&4 literacy guidance). We know that where intervention is specifically targeted it is more effective.</p>
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	Action	How	Q A/who/when	Impact Measure
2.1	Continue to implement the Year 7&8 Accelerated Reader Scheme	<ul style="list-style-type: none"> Share reading age data with staff as part of the diagnostic overview of Pupil Premium students Implement focused reading strategies in Year 7 and 8 which will be achieved through library lessons, the Active Reading CXXX tutor programme and implementation of Active Reading strategies within subjects. 	<ul style="list-style-type: none"> All tutors and teachers to receive CPD from literacy and intervention lead along with SLE for literacy across the curriculum English teachers deliver the library lesson every week following the new 4 week rotation of activities. SEND and low ability readers are supported by a dedicated literacy LSA. 	<ul style="list-style-type: none"> Students recover their % Reading age (RA) at Chronological Age (CA) to pre covid levels where 65% of PP students have a RA equivalent to their CA by the end of KS3 . More books are loaned to PP students during the academic year than in previous years.
2.2	Introduce a tiered approach to intervention for improving reading	<ul style="list-style-type: none"> Tier 1. For students who are chronically behind.. Tier 2 Students who are behind where they should be. Tier 3 All students will achieve high standards of literacy through quality first teaching under the premise that every teacher is a teacher of literacy and numeracy. 	<ul style="list-style-type: none"> Tier 1 These students will receive literacy/numeracy/EAL intervention as part of the inclusion process. Key focus: vocabulary and writing development. Tier 2 This intervention may be supported with extra tuition as part of the National Tuition Programme to be confirmed next term. Tier 3 This will include tutor time learning activities produced by the SLE for literacy and numeracy to be delivered during tutor time. 	<ul style="list-style-type: none"> Successful access to the curriculum and PP vs Non PP gap is reduced, evident in data tracking for Years 10 & 11. Improved achievement at grade 5+ in Maths and English in August 2023 outcomes. Improved achievement for Pupil Premium with high prior attainment at grades 7 to 9

			Whole school CPD to support class teachers to teach high standards of vocabulary, standard English, SPAG. Every teacher needs to role model good oracy - “Developing reading, writing and oracy are absolutely fundamental to every teacher’s approach to pedagogy”(David Didau)	
2.3	Recruit Reading and Intervention Lead Recruit Numeracy and intervention lead Develop whole school literacy intervention to support lost learning for disadvantaged students and reduce attainment gaps. Develop whole school numeracy intervention to support lost learning for disadvantaged students and reduce attainment gaps.	<ul style="list-style-type: none"> ● Introduce Disciplinary Literacy across faculties ● Develop oracy , academic reading and writing ● Develop literacy in Mathematics ● Targeted intervention for English and Maths using the NTP 	<ul style="list-style-type: none"> ● Fortnightly faculty meetings to include strategic planning for improved literacy. ● 6 mins of CPD produced termly. ● Lead for literacy and intervention to arrange NTP for English and reading, closely quality assured ● Lead for numeracy and intervention to arrange NTP for numeracy 	<ul style="list-style-type: none"> ● Success in Numeracy is tracked and celebrated in termly assemblies. ● Embed Disciplinary Literacy across Faculties ● Embed numeracy across the curriculum so that students transfer their skills and apply their maths with ease ● Improved outcomes in the basic measures ● More high prior attaining pupil premium students will achieve grades 7 to 9
Research Evidence				
<p>Pupil Premium Guide Education Endowment Foundation EEF Andrew Quigley - Reducing the Reading Gap Disciplinary literacy National Literacy Trust EEF Blog: What do we mean by 'disciplinary literacy'? Improving Literacy in Secondary Schools EEF EEF’s Pupil Premium guide, EEF - Improving Mathematics in Key Stages Two and Three – Recommendations Summary</p>				
Budget allocation Priority 2: £42 000				

Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Balancing intervention time against teaching timetable. ● All staff engaging with CPD so that it impacts on practice for QFT ● Poor engagement from students ● Impact is not great enough to maintain students engagement in their learning ● Inconsistency in quality first teaching
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Projected spending	£99 266
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Targeted Academic Support

Measure	Evidence
<p>Priority 1: Mitigating the pandemic impact on our pupil premium students has been, and will continue to be, a major focus. We fully understand that the impact of the pandemic has not been felt equally across all our students and their families. We will continuously monitor progress and attainment to facilitate a rapid, well targeted response to any gaps in learning identified.</p>	<p>The Education Endowment Fund in their meta analysis of the research into the impact of Covid-19 evidenced that the gap between pupil premium students and non pupil premium students has widened as a result of the pandemic (EEF, 2021)</p>

	Action	How	Q A/who/when	Impact Measure
1.1	<p>Maximise the potential of 1:1 / small group tuition for PP & SEND students Recruit subject specialists to deliver school led tutoring programme</p>	<ul style="list-style-type: none"> Utilise the National Tutoring Programme funding and facility In house tutoring staff support vulnerable learners across the curriculum. Targeted and specific intervention strategies employed Reading projects set over summer holidays Rigorous and timely tracking informs intervention strategies for our vulnerable students. Use of Walking-talking mocks. Students receive specialist support for time management and organisation with academic mentoring 	<p>HOF , subject leaders, Head of Academic Standards NTP school led tutors Senior Leadership team to deliver 1:1 mentoring</p>	<p>Intervention enables students to make accelerated progress evidenced in data tracking and 2023 outcomes. Improvements will be made in the basic measures. More pupil premium students with high prior attainment will achieve grades 7 to 9</p>
1.2	<p>Ensure access to technology to facilitate all online and blended learning .</p>	<ul style="list-style-type: none"> Chromebooks will be added to our library loan system. Provide internet access via mifi devices. Quality subject specific materials online, for example, Google Classroom. 	<p>Librarian ICT technical support SLE required throughout the year</p>	<p>Equity of access for all students to ICT devices at home for home learning and blended/ remote learning.</p>

		<ul style="list-style-type: none"> Specialist Leader of Education for Ed Tech continues to offer evidence informed CPD in delivering blended learning. 		
Research Evidence				
National Tutoring Programme Guidance for Schools 2022 to 2023 Research into the Evaluation of the National Tuition Programme: Tuition Partners				
Budget allocation Priority 1: £24 000				

Measure	Evidence
Priority 2: :Improving communication and partnership between parents/carers to engage them in learning to support improved attendance and better home learning.	We know that engaging parents in their child’s learning can have a 2 to 3 month positive impact and particularly at the transition phase to secondary school (EEF Toolkit: Parental Engagement).

	Action	How	Q A/who/when	Impact Measure
2.1	Implement a formal timetable for communication with parents centred around consultation evenings, data drops, transition periods and online events. Recruit non-teaching pastoral support officers (PSO) to facilitate timely communication with parents as it is needed	<ul style="list-style-type: none"> Parent survey after consultation evening. Proactive strategy for increased attendance at consultation evenings. Pupil Premium Provision Map developed to track communication with parents via PSO. Target students for regular communication with a focus on engagement with learning – how to support at home. Parents/carers complete Access to Learning Questionnaires. 	<ul style="list-style-type: none"> Pastoral Support Officers (PSO) SLT Pastoral Team 	<ul style="list-style-type: none"> Enhanced parental involvement and support and access to communication. Increased attendance at events and meetings in school and online. Parents will know how to support learning. Parents will feel comfortable contacting us as soon as they have concerns.
2.2	Hard to reach parents a priority for PSO and Head of Academic Standards to engage these parents with their child’s learning.	<ul style="list-style-type: none"> Utilise flexible virtual communications opportunities to avoid barriers of transport and availability. Provide technology to students to support parental contact. 	ICT team Library Inclusion Team	<ul style="list-style-type: none"> Staff will be aware of barriers to learning as recorded in the PP tracking document. Diagnosis of holistic needs will be dynamic and fluent throughout the year.

				<ul style="list-style-type: none"> Staff will utilise a broader range of communication technologies to break down barriers in communication
				Budget allocation Priority 2: £16 000

Measure	Activity
Barriers to learning these priorities address	Hard to reach families do not engage with school strategies and new technologies.
Projected spending	£40 000

Wider strategies for current academic year

Measure	Evidence
<p>Priority 1: Students are unlikely to make the expected levels of progress required or realise their full potential unless they attend school regularly. Attendance of all PP students in Year 7 to 13 meets the school target of 97%. The number of PP students who are Persistently Absent are reduced by 15%.</p>	<p>Attainment 8 (A8) scores were most strongly associated with a pupil’s KS4 absence rate, KS2 attainment and Special Educational Needs and Disabilities (SEND) status. Fixed-term exclusion rates and moving schools were also associated with Att8 scores for disadvantaged pupils.</p> <p>Progress 8 (P8) scores were most strongly associated with a pupil’s KS4 absence rate, their exclusion rate during secondary school and whether or not they moved schools during KS4. (NFER Being Present: the Power of Attendance and Stability for Stability for Disadvantaged Students, 2019)</p>

	Action	How	Q A/who/when	Impact Measure
1.1	Pastoral/ Inclusion team dedicated to focusing on attendance and student welfare.	<ul style="list-style-type: none"> Absence report created to inform SLT (include PA and PP /SEND) . PP persistent absences tracked and action plans / case studies created for each student by Head of Academic Standards (HoAS) HoAS to record and track attendance. 	<p>Attendance Officer - weekly</p> <p>SLT for PP- half-termly meetings</p> <p>HoAS - weekly</p>	<ul style="list-style-type: none"> The barriers individual PP students who are PA are accurately diagnosed and responded to and attendance improves. PA will be reduced by 15%. Case studies demonstrate where the actions and measures are making a difference or not and include new actions to try in the next term. Students are supported to be punctual and ready to learn.
1.2	Provide dedicated curriculum learning environments for vulnerable students	<ul style="list-style-type: none"> Provide an inclusion space for pastoral and academic tutoring and specialist tutors Provide a lunchtime nurture club for vulnerable students. The programme will involve the explicit teaching around the expectations and routines for NSG students but also a personalised approach with opportunity for self-reflection and target setting. 	<p>Lead for reading and intervention</p> <p>Lead for numeracy and intervention</p> <p>Inclusion Team</p> <p>Academic tutors</p> <p>SENDco</p>	<ul style="list-style-type: none"> Early intervention and social/ emotional support prevents escalation of behaviour and lost learning through disengagement. Tuition supports students to address gaps in knowledge and learning so that they can progress through the curriculum in line with their peers
1.3	Offer in-house counselling to ensure students receive support as soon as possible to reduce impact on their learning	<ul style="list-style-type: none"> Targeted KS3 programme called NSG & me supports students to settle into school and make friends, raise their self-esteem and make choices for the future resulting in students building a sense of place and worth. 	<p>Student Counsellors</p> <p>HoAS</p>	<ul style="list-style-type: none"> Students can receive support for anxiety, well being, social skills which enables them to quickly return to and engage in their learning.

1.4	Engaging parents/carers in supporting 100% attendance for their child	<ul style="list-style-type: none"> • Early intervention conversations with parents in school to highlight the importance and the consequences of poor attendance and the relationship with outcomes and future opportunities. • Parents of persistently absent students will receive a phone call home to identify the cause of the persistent absence and to put in place targeted support. • Actions agreed with parents and pupils will be documented and reviewed regularly. • Formal attendance panels will be conducted in the case of ongoing persistent absence. 	Pastoral Team Student services SLT responsible for PSO	<ul style="list-style-type: none"> • Parent surveys, certificate data will evidence this strategy has been enacted to achieve attendance of 97% for PP students
Budget allocation Priority 1: £50 000				

Research Evidence

Pupil absence in schools in England: autumn term 2019 Strategies for schools to improve attendance and manage
Attendance: persistent absence threshold and statistics Reducing persistent absence - Attendance Matters Magazine
 Harris, A and Goodall, J (2008) Do parents know they matter? Engaging all parents in learning. Educational Research, 50 (3): 277-289

Measure	Evidence
Priority 2: : High levels of support at points of transition for PP students – Years 6 to 7 ; Years 9 to 10 and Years 11 to 12.	Studies have shown a dip in attainment coinciding with times of change, with slippage in literacy and numeracy being especially well evidenced. Transition is especially important for pupils with SEND and those from disadvantaged backgrounds and are therefore more at risk at these times (EEF,2020).

	Action	How	Q A/who/when	Impact Measure
2.1	Year 7 - First 100 days induction programme.	<ul style="list-style-type: none"> Run a summer school for new Yr 7 students to smooth transition . Include transport to support PP students' involvement in the summer school. Increased opportunities for Yr 7 students to interact with each other. Promotion of the extra curricular programme. Dedicated CDI mapped careers programme in place. Support with transport and other costs for PP students to enable access to summer school provision. Students who are identified through CATS, PIEs & PIMs testing on school entry and yearly reading tests or numeracy enter a catch up programme which closes the gaps for all students so that they can graduate from the support. Raise the profile of numeracy at NSG to raise standards and outcomes. Monitor the setting of PP students to match prior attainment to set. 	<p>Summer School coordinators and teaching staff August 2023</p> <p>Student voice evaluation by Year 7 HoAS Tutors and HOY</p> <p>SEND team Inclusion team</p> <p>Head of KS3 Maths Lead for reading and intervention Lead for numeracy and intervention</p>	<ul style="list-style-type: none"> 70+% Year 6 PP attend the summer school provision. Summer school gives the opportunity to address literacy and numeracy gaps. Year 7 engaged in the life of the school as evidenced in extra curricular numbers. Early intervention reduces the impact of the secondary transition on expectations , attitude to learning, progress and attendance. Students affected by the pandemic or in need of catch up receive intervention and make rapid progress in reading and numeracy. A greater number of PP students in KS3 move into top sets, leading to improved KS4 outcomes.
2.2	Year 9 - Choices programme - all students will be supported and encouraged to access EBacc subjects	<ul style="list-style-type: none"> Quality first teaching in EBacc subjects at KS3 supports high uptake of the EBacc subjects. Access to the 'Most Able' programme. Dedicated CDI mapped careers programme in place. 	<p>Faculty leaders of EBacc subjects Curriculum review of pathways at GCSE.</p> <p>Specialist Leader of Education for the Most Able Specialist Leader of Education for Careers Specialist Leader of Education for Literacy Across the Curriculum to implement academic reading,</p>	<ul style="list-style-type: none"> EBacc percentage is 90% for all students by 2023

			writing and literacy to support high achievement	
2.3	Year 11, Post 16 & Careers PSHE programmes support the transition process to Post 16	<ul style="list-style-type: none"> Students follow a rigorous and aspirational careers programme. STEM subject teachers proactively encourage PP students to choose their subjects. PP students can be seen progressing into the higher sets to enable access to highest grades. More PP students will be able to access triple science. PP students will be guaranteed a 1:1 careers interview. Dedicated CDI mapped careers programme will be in place. 	Specialist Leader of Education for PSHE, teachers & tutors. HOF Science & Maths Prospects career adviser	<ul style="list-style-type: none"> Retention of NSG PP students is increased by 10% in 2023 Number of PP students opting for STEM A levels increases by 10% All PP students receive a 1:1 careers interview in year 11
Budget allocation Priority 2: £18 000				

Measure	Evidence
Priority 3: : Enabling equitable access to school and the NSG curriculum/extra curricular offer.	This is a fundamental principle in which the Pupil Premium funding is allocated to schools.

	Action	How	Q A/who/when	Impact Measure
3.1	Proactively promote development of cultural capital and enrichment through participation in extracurricular opportunities	<ul style="list-style-type: none"> Broaden horizons, raise aspirations and enrich the lives of all students. Ensure that all students develop beyond the curriculum to become more well-rounded individuals and contribute towards a more positive attitude to learning and development of relationships with adults and peers. Proactively encourage/ positively discriminate in favour of PP where places are limited. Subsidise transportation such as the late bus/taxis to enable access to after school provision. Subsidise music lessons. 	SLT for PP - termly extra curricular programme Applied Days Lead to direct to trips and events throughout the year Subject leaders / Heads of Year	<ul style="list-style-type: none"> Edulinkone club registers show increased numbers of disadvantaged students participating in extracurricular activities. Students develop beyond the curriculum to become more well-rounded individuals and contribute towards a more positive attitude to learning and development of relationships with adults and peers. Numbers of PP students accessing music lessons increases by 10%. Numbers of PP students involved in DofE increases.

		<ul style="list-style-type: none"> Participation in the NSG student entitlement programme. 		
3.2	Enabling equitable access to school and the NSG curriculum offer.	<ul style="list-style-type: none"> Provide subsidy for transport to school, food technology ingredients, Revision guides, stationary, Music lessons, trips and uniform. 	Inclusion Team	<ul style="list-style-type: none"> PP students have equitable access to school and all opportunities
Budget allocation Priority 3: £45 000				

Barriers to learning these priorities address	<ul style="list-style-type: none"> Lack of curriculum continuity Difficulties adapting to academic challenges Lack of familiarity with school systems, routines and new expectations Issues with developing healthy peer networks. Lack of parental/carer support and engagement. Students do not fully realise the opportunities available inside or outside the curriculum
Projected spending	£113 000

Total Budgeted Cost £ **£252 266**

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is given over to CPD , curriculum development and coaching.	Leadership prioritises and invests in CPD and coaching so that it is regular throughout the year, evidence informed and led by experts.
Targeted support	Guaranteeing the quality of intervention programmes and delivery. Ensuring the forensic identification of need and matching it with the necessary and timely interventions.	Rigorous and regular analysis of data and knowledge of students' needs by teaching and pastoral staff is matched with quality assured intervention provision that results in rapid impact.

Wider strategies	Guaranteeing the quality of curricular and extra curricular programmes and delivery.	Proactive promotion of opportunities to disadvantaged students matched with a quality and broad extra curricular / co-curricular offer raising attendance from disadvantaged students
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Summary Impact statement

We have been impressed by the resilience and determination of our students in our exam groups to succeed this academic year and we have seen Gaps close for a further year. The school managed to recover lost learning for the 2022 cohort of Pupil Premium students with an increase in achievement and progress scores compared to the last validated outcomes in 2019.





We know however, that the impact of school closures during the pandemic will continue to affect future cohorts. This is evident in both national data and our own internal data gathered since schools opened in 2020. The research shows a consistent pattern – that Pupil Premium students in particular, have fallen further behind than other students. Though we are clear we need to undertake activities that will accelerate the progress of all students, our internal data suggest that current Year 11 and Year 13 have been particularly impacted, our students with High Prior Attainment significantly so.







The school has tightened its focus on supporting the highest quality of teaching as the most important lever for improving progress and attainment of Pupil Premium students. We have done this by integrating deliberate practice of evidence informed pedagogy matched to the diagnosed learning needs of students to performance management. This is supported by a cycle of instructional coaching that runs throughout the year, delivered by trained experts. We believe with the right balance of accountability and support we can make a difference for every Pupil Premium student and student with SEND in every lesson, every day.







In 2022 -23 we have more to do in supporting and improving partnerships with our parents/carers and engagement in their child’s learning and attendance at school, particularly our persistent absentees. We need to work collegiately to raise the reading age of our students inline with their chronological age which has suffered a decline during lockdown, along with their writing and grammar. There is work to do to improve outcomes in Maths for PP students and raise the number of PP students in higher sets to enable them to transition into STEM subjects at post16.









We will continue to encourage Pupil Premium students to engage with the school’s extensive and rich extracurricular offer to rapidly re-gain the experiences and cultural capital they need to support achievement at the highest levels.

Impact and Cost Review: Pupil Premium Strategy 2021-22






ACTION	OUTCOME - Summary statements	Impact	Cost																				
Quality Teaching for all		Allocated BUDGET £94516 (Spent £99980)																					
<p>Making the broad and ambitious curriculum accessible to every student with high quality teaching so that the progress and attainment gap closes.</p>	<p>The curriculum continues to be refined and improved as identified by the Ofsted 2021 report. Departments were successful in supporting pupil progress and outcomes by implementing best practice for recall, interleaving and revision techniques. Increased staffing and curriculum time in Maths and Science allowed for smaller groups and carefully considered grouping. Faculties maximised subject specific CPD, led by examiners and used faculty meeting time to train staff. CPD in academic writing and literacy, teaching to the top and scaffolding back, assess, plan, do review cycle for teaching students with SEND were delivered by in-house experts throughout the year.</p> <p>Analysis of the performance for disadvantaged students using Key Stage 4 data</p> <p>For 2022, our pupil premium outcomes were above national figures</p> <table border="1" data-bbox="483 839 1570 1109"> <thead> <tr> <th></th> <th colspan="2">NSG</th> <th colspan="2">National</th> </tr> <tr> <th></th> <th>PP</th> <th>Gap between PP and Non PP</th> <th>PP</th> <th>Gap between PP and Non PP</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>+0.2</td> <td>0.33</td> <td>-0.55</td> <td>0.7</td> </tr> <tr> <td>Attainment 8</td> <td>45.9</td> <td>9.4</td> <td>37.5</td> <td>15.1</td> </tr> </tbody> </table> <p>Since the last published results in 2019, the gap between Pupil Premium students and Non Pupil Premium students has closed overall, however the gap between high prior attainers over this time period has widened significantly, and this will be a priority for improvement.</p>		NSG		National			PP	Gap between PP and Non PP	PP	Gap between PP and Non PP	Progress 8	+0.2	0.33	-0.55	0.7	Attainment 8	45.9	9.4	37.5	15.1		
	NSG		National																				
	PP	Gap between PP and Non PP	PP	Gap between PP and Non PP																			
Progress 8	+0.2	0.33	-0.55	0.7																			
Attainment 8	45.9	9.4	37.5	15.1																			
<p>Eliminating reading poverty and recovering pupil premium students reading age (RA) inline with chronological age (CA)</p>	<p>Year 7: There is a 9% GAP between PP and non PP students whose Reading Age is at their Chronological Reading Age (RA @CA) . Year 7 are also starting the year with 10% less students with RA@CA.</p> <p>Year 8 September results show a 13% gain for PP students who have closed the gap to 5% from 19% in their RA @CA</p> <p>Year 9 - Changing the testing for year 9 students improved the picture hugely. The PP gap now sits at 6% in their RA @CA, up from 21.9% in December.</p>																						






	<p>Year 10 & 11 results show a return to above precovid RA @ CA in all groups - including PP, although there still remains a 7% GAP in year 10 and a 17% GAP in year 11.</p> <p>Reading will remain a priority focus</p>		
<p>Targeted support and intervention</p>		<p>Allocated BUDGET £55 130 (Spent £39 371)</p>	
<p>Maximise the impact of 1:1 and small group tuition.</p>	<p>National Tuition Programme - school led tutoring High priority students were supported with extra tuition. Learning from the evaluation of engaging external tutors through the NTP programme last year, quality assured tutors employed by NSG were used for this under the school led tutoring scheme. The capacity for this came from specialist English, Science, History and EAL tutors employed by the inclusion team. These are all qualified, experienced subject specialists.</p> <p>Communicate. Acknowledge. Learn. Motivate (C.A.L.M.) project This project was introduced to give support to exam groups in how to manage stress and anxiety around assessments and feedback. The project provided training, guidance and support for students and teachers based on what research suggests are the best strategies for managing exam induced anxiety. This also included one to one mentoring from a team of specially trained staff for those students experiencing high levels of anxiety. Student and staff surveys, along with 2022 outcomes, evidenced that this project had a positive impact on exam anxiety.</p> <p>Exam School Since the introduction of Exam School, a ‘just in time’ revision programme, in 2018, outcomes at Key Stage 4 have improved. A revision programme has again been put in place to support students with their last minute revision. Feedback from the 2019 Exam School was used to give guidance to continue to improve the quality and impact of these revision sessions. The HoAS, along with the PSO supported high attendance among PP with early phone calls home, transport where required, shadowing throughout the day and 1:1 coaching. Attendance figures were pleasing (All 77.5%, PP 82.4%)</p>		
<p>Ensure access to technology to facilitate online and blended learning</p>	<p>Since September 2021 we have loaned Chromebooks to 67 students through our library system 21 of these were PP students 31% 24 of these were SEN students 36%</p>		
<p>Improve communication and partnership between parents/carers to engage them in learning to support improved attendance and better home learning.</p>	<p>Parental Engagement at Parents Evenings The parents of All PP students were phoned prior to appointments going live to inform them of the event and solve any IT issues they may have relating to Edulinkone. In Year 11, the PSO followed up any parents who did not make appointments to encourage them to do so.</p> <p>The attendance of parents/carers of PP students at parents evenings for Year 8 and Year 11 showed improvement. The figures for Year 9 and 10 did not improve to the target set. The change to the pastoral structure should help to improve these figures as the PSO will provide capacity to chase appointments</p> <p>Edulinkone as a frontline communication tool was expanded during this academic year to include communication of behaviour and achievement points; home learning setting; extra-curricular registers and direct and group email communication tool across staff students and parents</p>		

	A new text/SMS facility was introduced through the Edulinkone application. This provides a first day response alternative to phone calls which should encourage parents/carers to use Edulinkone to update reasons for absence directly. This frees up the early response staff to focus on the most vulnerable students, including PP.		
Wider Strategies		Allocated BUDGET £87 460 Spent: £113 802	
To decrease the % of Pupil Premium students with persistent absence (PA)	The gap between PP and non PP reduced in Years 7,8 and 11, with the gap reducing to -0.1 in Year 7. This is evidence of the impact of the enhanced transition implemented by the Yr 7 HoAS. Gaps increased in Years 9, 10 and 13. Year 13 being of particular concern. The school outperformed national data for attendance for Pupil Premium students NSG PP attendance was 89.4%, National PP attendance was 85.2%. This was below the school target of 97% The proportion of persistently absent who were PP dropped from 32.5% in 2021, to 26.1% in 2022.		
Supporting transition: Year 7 first 100 days induction programme	Reduction in “transition pastoral barriers”. Students settled swiftly into NSG life with a notable reduction in issues concerning settling into school, friendship concerns and other related factors. This was reflected in a student survey with 276 responses as well as general observations and student voice. This has also impacted attendance, specifically in the first term, apart from a select group of significant students. Preventative action to support learning. Enhanced information allowed us to meet the learning needs of each student from day 1, successful strategies used by primary schools was shared we were also able to provide different overlays, laptops, personalised learning plans or adjustments within the classroom for when they started in September. All of this information is recorded on the “student profiles” which are updated and regularly and will stay with the student throughout their time at NSG PP “Checks”. 3 weeks into school every parent of a PP student was contacted to explore if there were any further barriers or potential opportunities to enhance and engage their child’s experience and attainment. These were successfully recorded, acted upon and established by mid October. Empowering tutors. Enhanced information, and more effective sharing, has led to a rise in the quality of tutor care within the year group, which directly leads to reducing transition concerns and raises personal and academic achievement. This was observed via professional monitoring, student voice and recorded extensively on our “update sheets”.		
Year 9 choices programme	All Year 9 students, along with their parents and carers received guidance and support in choosing their GCSE options so that Pupil Premium students would access the same aspirational pathways as their non Pupil Premium peers 98% of Pupil Premium students chose a full complement of EBACC subjects in 2021 compared to 62% in 2021.		

<p>Year 11, Post 16 Careers provision</p>	<p>Year 11 1: 1 Careers interviews All PP students were allocated appointments ahead of non PP students. This academic year 2021-22, 31% of PP students attended an appointment compared to 57% in 2020/21 (as there were spaces available at the end of the year). Every PP student had a 1:1 meeting on receipt of their PPE results. Bespoke guidance was given regarding the next steps for improvement or referral for a careers interview, extra tuition or C.A.L.M. mentoring SLT were allocated highly vulnerable Year 11 students for weekly meetings to support improved attendance and to offer guidance and support with revision</p>		
<p>Improving access and participation in the wider curriculum.</p>	<p>PP attendance at extra-curricular fell away for Yr11 & Yr8 January to March but year on year was still strong across all year groups Yr7-11. The proportion of Pupil Premium students having instrument lessons has improved by 7% The proportion of Pupil Premium students taking D of E has improved by 8%</p>		
<p align="center">Catch Up Premium improvement strategies</p>		<p align="right">Allocated BUDGET £16,700 Spent £16,700</p>	
<p>Catch Up – Literacy & Numeracy Year 7</p>	<p>PP students receiving intervention in both Literacy & Numeracy have made better average progress than Non PP students in intervention groups.</p>		
<p align="center">SEND improvement strategies (PP&SEND)</p>		<p align="right">Allocated BUDGET £78,675 Spent £78,105</p>	
<p>SEND Summary</p>	<p>SEND students have access to a dedicated space for intervention, nurture. ALL EHCP students have assigned key workers who helped develop strategies to overcome barriers to learning, including practical and technical strategies. Staff received deliberate practice CPD and spotlight sessions on working with SEND students. SEND faculty reps disseminate good practice to their teams. Outcomes for SEND students 2022 in Yr11 A8 4.17 / P8 0.56 compared with 2019 A8 3.72/P8 0.19</p>		

Key

	Very high impact: the targeted level of improvement was achieved with a very large majority/ almost all (80% – 100%) of students in the intervention/treatment group.
	High impact: the targeted level of improvement was achieved with a large majority (64% – 79%) of students in the intervention/treatment group.
	Medium impact: the targeted level of improvement was achieved with a majority (51% - 63%) of students in the intervention/treatment group.
	Low impact: the targeted level of improvement was achieved with a minority (34% – 50%) of students in the intervention/treatment group.
	Very low/ no impact: the targeted level of improvement was achieved with a very small minority (0% to 33%) of students in the intervention/treatment group.

	High cost: £401+ per student
	Medium to High cost: between £301 and £400 per student
	Medium cost: between £101 and £300 per student
	Medium to low cost: between £51 and 100 per student
	Low cost: between £1 and £50 per student

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tuition Programme	School led tutoring
Accelerated Reader - with Star Tests	Renaissance Reading

